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ABSTRACT

This set of 4 modules on first aid is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: bandaging patients, applying splints, performing mouth-to-mouth resuscitation, and relieving obstructed airways. (YLB)

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HEALTH OCCUPATIONS EDUCATION I

MODULE NO. X-A to X-D

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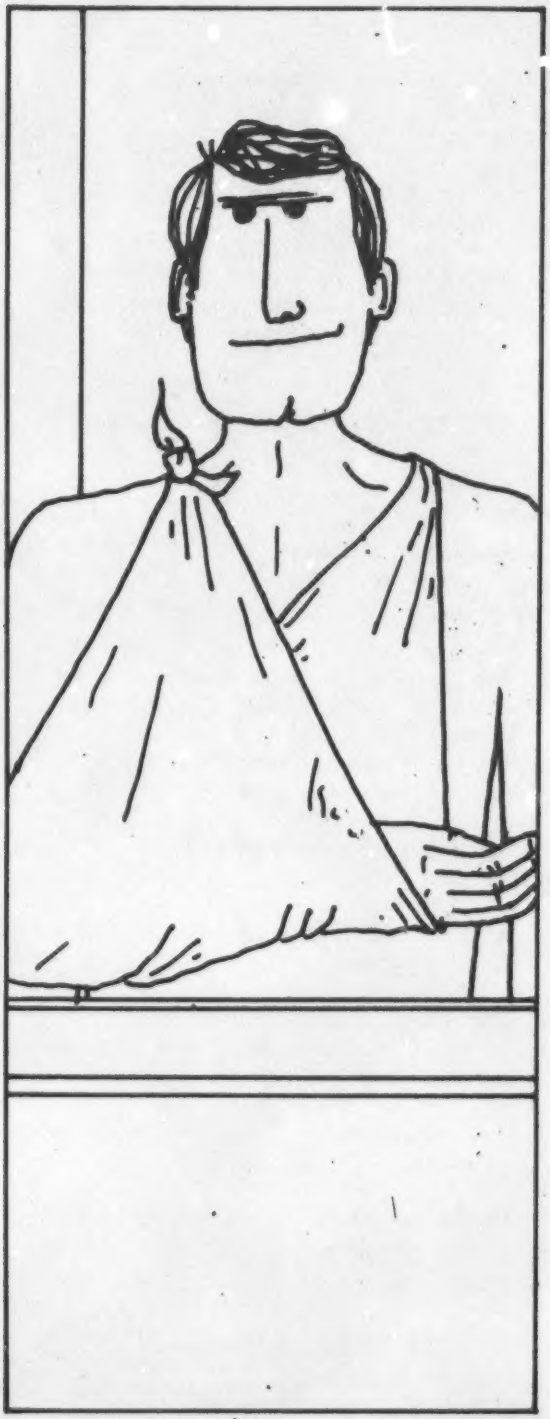
BANDAGING PATIENTS



INTRODUCTION

In this module you will be learning how to bandage a first aid victim. The types of bandages include: closed spiral, open spiral, figure 8, cravat, triangular head bandage, and arm sling. These tasks are related to and preceded by the care of wounds and control of bleeding. These tasks are necessary so that you will be able to give emergency first aid and possibly save a person's life.

DIRECTIONS

In order to complete this module you will need materials for each pair of students:

2 roller bandages, 5.08 cm (2")
3 gauze pads, 10.16 cm (4")
1 blanket
1 triangular bandage

Student Multimedia Standard First Aid Workbook and films

Read the objectives. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

(1) Provided a victim, roller bandages, gauze pads and blanket, apply a closed spiral bandage. The bandage must be anchored below the wound, rolled up the limb to cover the designated area, and tied off in the proper area. The bandage must be wrapped with the proper tension and the patient's circulation not impaired.

(2) Provided a victim, roller bandages, gauze pads and blanket, apply an open spiral bandage. The bandage must be anchored below the wound, rolled up the limb to cover the wound, and tied off in the designated area. The bandage must be wrapped with the proper tension and the patient's circulation not impaired.

(3) Provided a blanket, roller bandage, gauze pad and victim, apply a figure 8 bandage. The bandage must be anchored below the wound and cover the designated area. The bandage must be wrapped with the proper tension, with the movement of the area not restricted and the circulation adequate.

(4) Provided a victim, blanket, gauze pad and triangular bandage, apply a cravat bandage. The bandage must be wrapped securely around the head and tied off directly over the wound.

(5) Provided a victim, blanket, gauze pad and triangular bandage, apply a triangular head bandage. The bandage must fit securely over the head with the ties crossing in the back and tied off in the forehead area.

(6) Provided a victim and a triangular bandage, apply an arm sling. The sling must be secured on the side of the neck and the involved arm must be elevated.

LEARNING ACTIVITIES

1. READ pages 115-177 in Multimedia First Aid Workbook,

   (and/or)_____.

2. VIEW Multimedia Standard First Aid Film, Reel number 1, on bandaging first aid victims,

   (and/or)_____.

3. PRACTICE applying bandages,

   (and/or)_____.

4. COMPLETE Student Self-Check, BANDAGES.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Bandages

Complete each statement with the correct term. Record your answers on a separate sheet of paper. Check your answers against the key.

1. The bandage used for a joint such as the elbow or knee is called_____ bandage.
2. A_____ bandage is used for an injury to the top of the head.
3. A sprained arm is wrapped in an_____ bandage.
4. An_____ bandage is used for keeping a dressing in place.
5. The bandage used for injury to the forehead, ear, or side of the head is called a_____ bandage.
6. The bandage used for an arm injury is called a_____.
7. Bandages should be applied with the proper tension; if not, they impair _____.
8. Bandages should be wrapped toward the _____.

9. The figure 8 bandages should be applied in a way that does not restrict normal _____ of the joint.

10. When applying the arm sling, the involved arm should be_____ to prevent swelling.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, BANDAGING PATIENTS.

You will be given the gauze pads, rolling bandages, and arm slings necessary to bandage a wound. Apply the following bandages using the standards as set in your objectives.

1. Closed spiral to the arm.
2. Open spiral to the leg.
3. Figure 8 to the hand.
4. Cravat bandage to the right ear.
5. Triangular head bandages to the head.
6. Arm sling to the right arm.

BANDAGING PATIENTS

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of bandaging patients.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When applying a closed spiral dressing, the student:				
A. Anchored the bandage below the wound	[ ]	[ ]	[ ]	[ ]
B. Completely covered the wound	[ ]	[ ]	[ ]	[ ]
C. Tied off bandage in proper area	[ ]	[ ]	[ ]	[ ]
D. Applied bandage without circulation impairment	[ ]	[ ]	[ ]	[ ]
2. When applying an open spiral dressing, the student:				
A. Anchored the bandage below the wound	[ ]	[ ]	[ ]	[ ]
B. Completely covered the wound	[ ]	[ ]	[ ]	[ ]
C. Tied off bandage in proper area	[ ]	[ ]	[ ]	[ ]
D. Applied bandage without circulation impairment	[ ]	[ ]	[ ]	[ ]
3. When applying a figure 8 bandage, the student:				
A. Anchored the bandage below the wound	[ ]	[ ]	[ ]	[ ]
B. Completely covered the wound	[ ]	[ ]	[ ]	[ ]
C. Applied bandage without circulation impairment	[ ]	[ ]	[ ]	[ ]
D. Applied bandage without restriction to normal movement of part	[ ]	[ ]	[ ]	[ ]
4. When applying a cravat bandage, the student:				
A. Wrapped the bandage securely around the head	[ ]	[ ]	[ ]	[ ]
B. Tied off the bandage directly over the wound	[ ]	[ ]	[ ]	[ ]
5. When applying a triangular head bandage, the student:				
A. Wrapped the bandage securely over the head	[ ]	[ ]	[ ]	[ ]
B. Crossed the ties in the back and tied off the bandage over the forehead	[ ]	[ ]	[ ]	[ ]
6. When applying an arm sling, the student:				
A. Secured the sling on the side of the neck	[ ]	[ ]	[ ]	[ ]
B. Elevated the involved arm	[ ]	[ ]	[ ]	[ ]

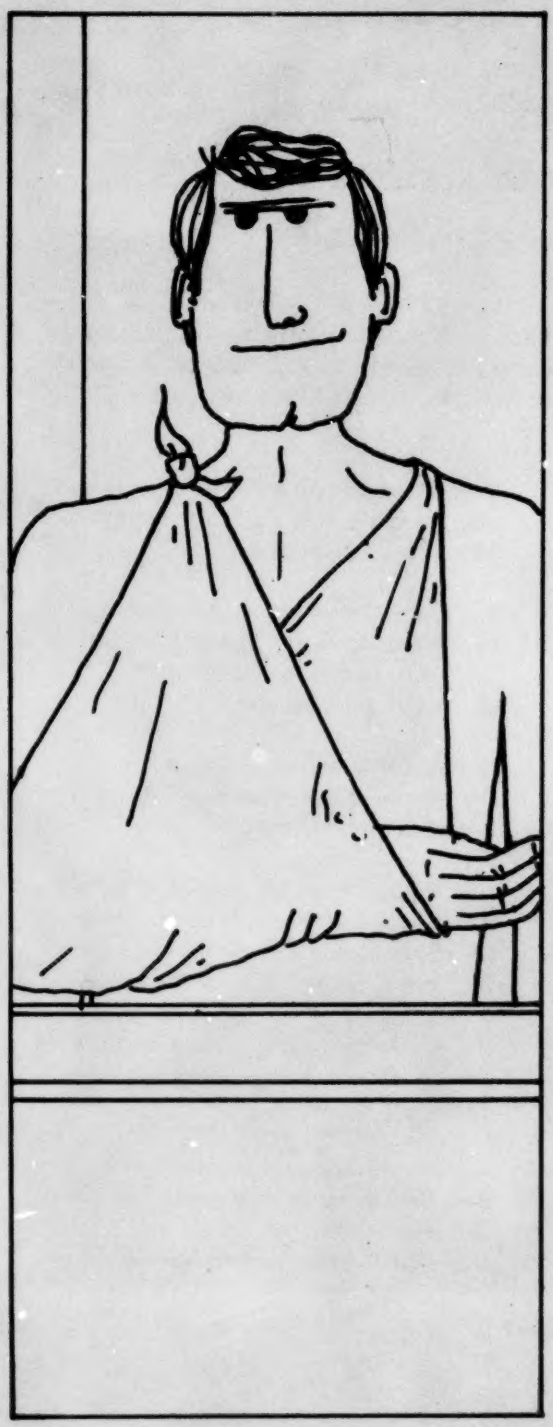
7

STUDENT SELF-CHECK KEY

Bandages

1. figure 8
2. triangular head
3. arm sling
4. open spiral
5. cravat
6. closed spiral
7. circulation
8. heart
9. movement
10. elevated

APPLYING SPLINTS



INTRODUCTION

In this module you will be learning how to apply splints to fractures on a first aid victim. The types of splints include: upper arm, forearm, knee, and clavicle (collar bone). Splints are used to restrict movement of broken bones or dislocated joints. These tasks are related to and preceded by the care of wounds and the treatment of shock. It is important for a health assistant to be able to give emergency first aid to prevent possible further injury or save a person's life.

DIRECTIONS

In order to complete this module you will need the following for each pair of students:

two splints
rolled newspapers or magazines
one triangular bandage
four 5.08 cm (2 in.) strips of cloth material for padding

Before you start to work on this module, be sure you have completed the module entitled, "Bandaging Patients."

Read the objectives. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

(1) Provided a victim and the necessary supplies, apply a splint to the upper arm. The ties on the splint must be on either side of the fracture and tight enough to prevent movement of the broken bone ends and the elbow and shoulder joints. The victim's circulation should not be impaired.

(2) Provided a victim and the necessary supplies, apply a splint to the forearm. The ties must be tight enough to prevent movement of the broken bone ends and the elbow and wrist joints. The arm must be elevated and the circulation not impaired.

(3) Provided a victim and the necessary supplies, apply a splint to the knee. Two ties must be tight enough on both sides of the knee to prevent movement of the knee. The victim's circulation should not be impaired.

(4) Provided a victim and the necessary supplies, apply a splint to the clavicle. The arm must be elevated and the tie across the chest tight enough to prevent movement of the arm and shoulder. The victim's circulation should not be impaired.

LEARNING ACTIVITIES

1. READ pages 215-252 in Multimedia Standard First Aid Workbook,

   (and/or) _____

2. VIEW Multimedia Standard First Aid Film on splinting fractures,

   (and/or) _____

3. PRACTICE applying splints,

   (and/or) _____

4. COMPLETE Student Self-Check, SPLINTING FRACTURES.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Splinting Fractures

Read each statement and select the best answer. Record your response on a separate sheet of paper. Check your answers with the key.

1. If you come upon an injured person and you are not sure if his/her arm is broken, what should you do?

   A. Give first aid for a broken arm
   B. Have victim try to move the arm
   C. Take victim to the hospital
   D. Look for swelling

2. If you think someone has a fracture of the forearm, what body parts do you keep from moving?

   A. Shoulder, wrist, broken bone ends
   B. Elbow, shoulder, broken bone ends
   C. Shoulder, elbow, wrist
   D. Wrist, broken bone ends, elbow

3. If you think a victim has a fracture of the upper leg, what body parts do you keep from moving?

   A. Ankle, broken bone ends, hip
   B. Broken bone ends, knee, hip
   C. Hip, ankle, knee
   D. Ankle, knee, broken bone ends

10

4. If you cannot determine whether a person's ankle is broken or sprained, what should you do?

   A. Give first aid for a sprained ankle
   B. Have person stand to see if it hurts
   C. Give first aid for a broken ankle
   D. Move ankle to see if it is broken

5. When splinting the knee, remember to:

   A. Place the splint under the hip down to the foot
   B. Tie two ties below the knee and two above the knee
   C. Hold the leg straight when placing the splint under the leg
   D. All of the above

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, APPLYING SPLINTS.

You will be given the splints, padding, triangular bandage and ties necessary to splint a fracture. Apply a splint to the following body parts:

1. upper arm
2. forearm
3. knee
4. clavicle

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of applying splints.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

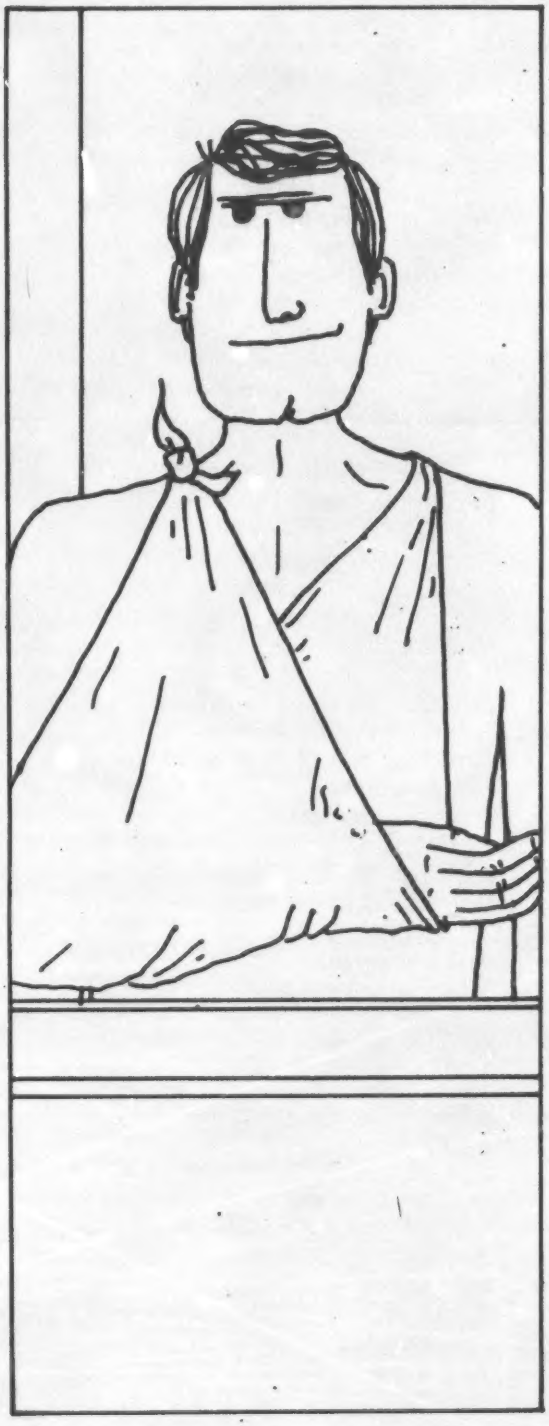
	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When applying a splint to the upper arm, the student:				
A. placed a tie on both sides of the fracture	[ ]	[ ]	[ ]	[ ]
B. tied the ties tight enough to prevent movement of the broken bone ends and adjacent joints	[ ]	[ ]	[ ]	[ ]
C. applied the splint in such a way as not to impair circulation	[ ]	[ ]	[ ]	[ ]
2. When applying a splint to the forearm, the student:				
A. tied the ties tight enough to prevent movement of the broken bone ends and adjacent joints	[ ]	[ ]	[ ]	[ ]
B. elevated the arm	[ ]	[ ]	[ ]	[ ]
C. applied the splint in such a way as not to impair circulation	[ ]	[ ]	[ ]	[ ]
3. When applying a splint to the knee, the student:				
A. placed two ties on both sides of the knee	[ ]	[ ]	[ ]	[ ]
B. tied the ties tight enough to prevent movement of the knee	[ ]	[ ]	[ ]	[ ]
C. applied the splint in such a way as not to impair circulation	[ ]	[ ]	[ ]	[ ]
4. When applying a splint to the clavicle, the student:				
A. elevated the arm	[ ]	[ ]	[ ]	[ ]
B. tied the tie across the chest tight enough to prevent movement of the arm and shoulder	[ ]	[ ]	[ ]	[ ]
C. did not impair the victim's circulation	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Splinting Fractures

1. A
2. D
3. B
4. C
5. D

PERFORMING MOUTH-TO-MOUTH RESUSCITATION



INTRODUCTION

Performing mouth-to-mouth resuscitation is one of the most important tasks in basic first aid because it is a lifesaving technique. There may be times when a health assistant needs to perform this task as part of his/her job or possibly in an emergency situation outside the hospital. This procedure is related to future studies on saving the unconscious, choking victim. In this module you will be learning how to perform mouth-to-mouth resuscitation.

DIRECTIONS

In order to complete this module you will need a victim and a blanket.

Read the objective. If you think you are able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a mannequin simulating an unconscious adult, perform mouth-to-mouth artificial ventilation. The following criteria must be met:

A. An open airway and breathlessness must be established.

B. The head must be tilted back and the nostrils pinched closed.

C. An airtight seal over the victim's mouth must be established and air forced into victim's mouth.

D. One breath is given every five seconds.

LEARNING ACTIVITIES

1. READ pages 1-42 in Multimedia Standard First Aid Workbook,

   (and/or) _____.

2. VIEW Multimedia Standard First Aid Film on mouth-to-mouth resuscitation (Reel 1),

   (and/or) _____.

3. PRACTICE mouth-to-mouth resuscitation,

   (and/or) _____.

4. COMPLETE Student Self-Check, MOUTH-TO-MOUTH RESUSCITATION,

   (and/or) _____.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Mouth-to-Mouth Resuscitation

Read each statement and select the best answer. Record your response on a separate sheet of paper. Check your answers with the key.

1. How should you check for breathing?

   A. Check the pupils of the eyes.
   B. Listen for breathing, feel for air at the mouth, and see if the chest is moving.
   C. Check for the pulse.
   D. Ask the person if he/she can speak.

2. How often do you give an adult breaths during mouth-to-mouth resuscitation?

   A. Every five seconds
   B. Every three seconds
   C. Every ten seconds
   D. As often as you can

3. How often do you give a puff of air to a baby during mouth-to-mouth resuscitation?

   A. Every five seconds
   B. Every three seconds
   C. Every ten seconds
   D. As often as you can

4. What is the first step in mouth-to-mouth resuscitation?

   A. Check the pulse and breathing.
   B. Give one breath every five seconds.
   C. Tip the head and check for breathing.
   D. Give four quick breaths.

5. After giving four quick breaths, how long do you check the pulse?

   A. For three seconds
   B. For five seconds
   C. For seven seconds
   D. For ten seconds

6. After a victim starts breathing again, what should you do?

   A. Have the victim sit up so he/she can breathe better.
   B. Continue with one breath every five seconds.
   C. Continue with one breath every ten seconds.
   D. Treat for shock.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, PERFORMING MOUTH-TO-MOUTH RESUSCITATION.

You will be given a victim (or mannequin) and a blanket. Perform mouth-to-mouth resuscitation.

PERFORMING MOUTH-TO-MOUTH RESUSCITATION

X - C

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of performing mouth-to-mouth resuscitation.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

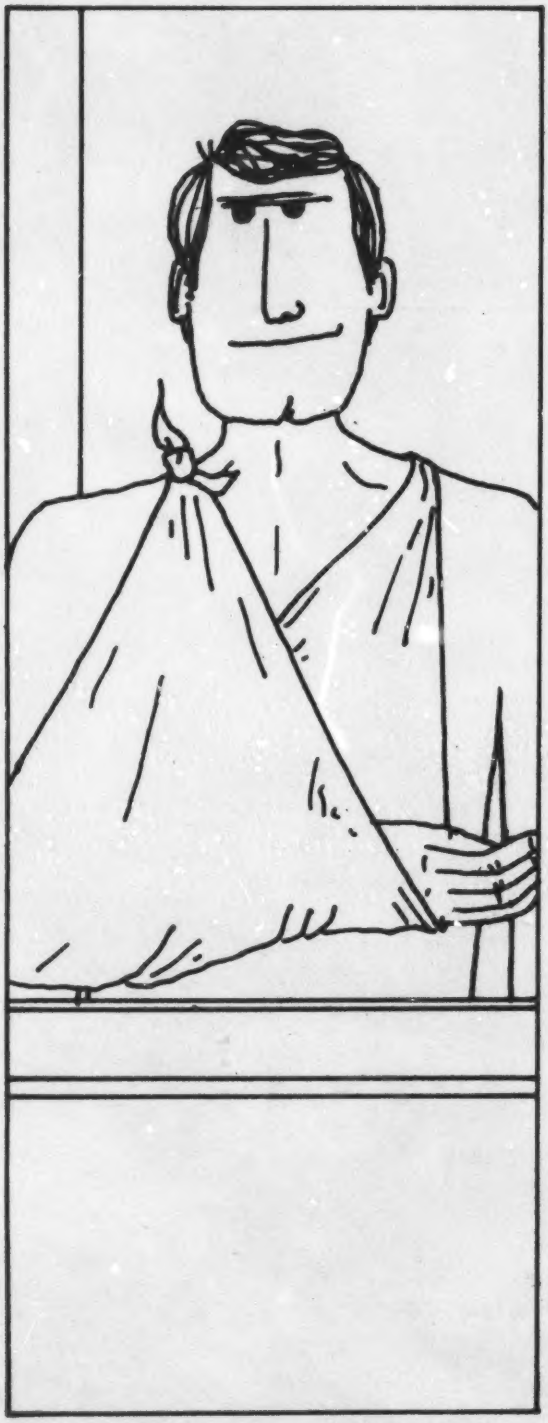
	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
When performing mouth-to-mouth resuscitation, the student:				
A. Established an open airway and breathlessness	[ ]	[ ]	[ ]	[ ]
B. Tilted the head back and pinched the nose closed	[ ]	[ ]	[ ]	[ ]
C. Established an airtight seal over the victim's mouth and forced air into the mouth	[ ]	[ ]	[ ]	[ ]
D. Administered one breath every five seconds	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Mouth-to-Mouth Resuscitation

1. B
2. A
3. B
4. C
5. B
6. D

RELIEVING OBSTRUCTED AIRWAYS



INTRODUCTION

Several years ago, a new method was developed for relieving an obstructed airway. Since this new development, thousands of lives have been saved that might otherwise have been lost. This particular manuever is now an important part of the first aid course and a vital procedure for everyone, including the health assistant, to understand and use. This task is related to the previous study of mouth-to-mouth resuscitation. In this module, you will be learning how to relieve an obstructed airway of a conscious and unconscious victim.

DIRECTIONS

In order to complete this module you will need a victim (or mannequin) and a blanket.

Before you start to work on this module, be sure you have completed the module entitled, "Performing Mouth-to-Mouth Resuscitation."

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given a conscious victim who is simulating an obstructed airway, relieve the obstructed

airway. The following criteria must be met:

A. Ask victim if he/she can speak.

B. Standing behind victim, place the thumb side of the fist between the navel and the ribs. Cover the fist with the other hand.

C. Give four back blows followed by four abdominal thrusts. Repeat if necessary.

Given a simulated unconscious victim with an obstructed airway, relieve the obstructed airway. The following criteria must be met:

A. Lay victim on his/her back.

B. Determine if victim is breathing.

C. Give four quick breaths.

D. Turn victim to his/her side; give four back blows.

E. Return victim to his/her back; give four abdominal thrusts.

F. Perform probe in victim's mouth. Repeat if necessary.

LEARNING ACTIVITIES

1. READ pages 43-72 in the Multimedia Standard First Aid Workbook to learn about relieving the obstructed airway.

   (and/or)_____.

2. VIEW Multimedia Standard First Aid Film on relieving obstructed airways.

   (and/or)_____.

3. PRACTICE relieving an obstructed airway for simulated conscious and unconscious victims.

   (and/or)_____.

4. COMPLETE Student Self-Check, THE OBSTRUCTED AIRWAY.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

The Obstructed Airway

Read each statement and select the best answer. Record your response on a separate sheet of paper. Check your answers with the key.

1. The first thing you should do if you think a person is choking is:

   A. Give back blows
   B. Give abdominal blows
   C. Ask the person if he/she can speak
   D. Lay the person down

2. If the person who is choking is coughing forcefully, you should:

   A. Leave the person alone
   B. Give back blows
   C. Give abdominal thrusts
   D. Lay the person down

3. A person who is coughing weakly and is having trouble breathing should be:

   A. Left alone and watched
   B. Helped to lie down
   C. Given a mouth probe
   D. Given back blows

4. When you give abdominal thrusts, what part of your hand do you place on the victim's abdomen?

   A. The thumb side of the fist
   B. The palm side of the fist
   C. The little finger side of the fist
   D. The palm of the hand

5. Where should your fist be placed when giving abdominal thrusts?

   A. Over the navel
   B. Between the navel and ribs
   C. Over the edge of the ribs
   D. Over the sternum

6. In which direction is the abdominal thrust given?

   A. Straight back
   B. Downward
   C. Upward
   D. Any of the above

7. If you cannot inflate the lungs on the unconscious victim the first time you try to give breaths, you should:

   A. Probe the mouth
   B. Give back blows
   C. Give abdominal thrusts
   D. Try again

8. If you have given the four back blows and four abdominal thrusts to an unconscious victim and the victim still does not respond, you should:

   A. Probe in the mouth
   B. Give four more back blows
   C. Give four more abdominal thrusts
   D. Give mouth-to-mouth resuscitation

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, RELIEVING THE OBSTRUCTED AIRWAY.

You will be given a simulated victim with an obstructed airway. Relieve the obstructed airway.

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of relieving obstructed airways.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

Student Performance			
Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished

When relieving an obstructed airway on the conscious victim, the student:

A. Asked victim if he/she could speak.

B. Stood behind victim; placed the thumb side of the fist between the navel and ribs. Covered the fist with the other hand.

C. Gave four back blows followed by four abdominal thrusts. Repeated if necessary.

When relieving an obstructed airway on the unconscious victim, the student:

A. Laid victim on his/her back.

B. Determined if victim was breathing.

C. Gave four quick breaths.

D. Turned victim to his/her side; gave four back blows.

E. Returned victim to his/her back; gave four abdominal thrusts.

F. Performed probe in victim's mouth. Repeated if necessary.

STUDENT SELF-CHECK KEY

The Obstructed Airway

1. C
2. A
3. D
4. A
5. B
6. C
7. D
8. A